2014 Leading Change

**Arizona's Transition of
English Language Learners to
College and Career Ready Standards**

Objectives

1. Acknowledge the relationship between Arizona's English Language Proficiency Standards (ELPS) and Arizona's College and Career Ready Standards/English Language Arts (AZCCRS/ELA).
2. Establish the importance of applying the ELA instructional shifts in the SEI Classroom to ensure English language learners (ELLs) receive the instruction necessary to be prepared for the mainstream curriculum.
3. Reflect on current practices in order to determine what further professional development is needed to support teachers of ELLs.

ELLs in the AZCCRS

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

#5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Purposefully Connected

There is a purposeful overlap of skills between the ELP Standards and the 2010 Arizona ELA/AZCCRS.

By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (AZCCRS) in the mainstream classroom after reclassification.

ELA Clusters
College and Career Readiness Anchor Standards

Reading Strand	• Key Ideas and Details (3) • Craft and Structure (3) • Integration of Knowledge and Ideas (3) • Range of Reading and Level of Text Complexity (1)
Writing Strand	• Text Types and Purposes (3) • Production and Distribution of Writing (3) • Research to Build and Present Knowledge (3) • Range of Writing (1)
Speaking & Listening Strand	• Comprehension and Collaboration (3) • Presentation of Knowledge and Ideas (3)
Language Strand	• Conventions of Standard English (2) • Knowledge of Language (1) • Vocabulary Acquisition and Use (3)

English Language Proficiency (ELP) Standards

Listening & Speaking Domain	•Comprehension of Oral Conversation •Delivery of Oral Conversation
Reading Domain	•Print Concepts •Phonemic Awareness •Fluency •Comprehending Text
Writing Domain	•Standard English Conventions •Writing Applications •Writing Process •Writing Elements (Not in Stage I) •Research (Not in Stage I)
Language Strand	•Standard English Conventions •Vocabulary

ELP Concept – ELA Cluster

ELP Concept	**ELA/CCRS Cluster**
Print Concepts (K-12)	Print Concepts (K-1)
Phonemic Awareness/Decoding **(K-12)**	Phonological Awareness (K-1) Phonics and Word Recognition (K-5)
Fluency (1-12)	Fluency (K-5)

ELP Performance Indicator – ELA Standard

	Kinder	1st Grade	2nd Grade
ELP Writing Performance Indicators	I-W1:HI-5: responding to literary selections by writing simple sentences.	II-W1:HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.	
ELA Standards	K.W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

ELP Performance Indicators – ELA Standard

	Middle School	High School
ELP Writing Performance Indicators	IV-LS-1:HI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse. IV-LS-1:HI-9: making inferences and drawing conclusions using evidence from content area presentations and discussions. IV-LS-2:HI-8: providing and justifying an appropriate response to given formal and informal situations.	V-LS-1:HI-7: offering and justifying opinions and ideas in response to questions and statements in academic discourse. V-LS-2:HI-5: asking and responding to academic questions (i.e., agreeing/disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences.
ELA Standards	7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

Correlation Guide

English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
Decoding	HI-10: applying knowledge of affixes to words in context.	3.RF.3.a,b 4.RF.3.a 5.RF.3.a
	HI-11: reading high frequency words.	K.RF.3.c
	HI- 12: reading contractions.	
	HI-13: using word order (syntax).	
Standard 3: The student will read with fluency and accuracy.		
Fluency	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	3.RF.4 4.RF.4 5.RF.4

Demonstrates how the ELP Standards contribute to the skill sets required in the 2010 Arizona ELA

ELA INSTRUCTIONAL SHIFTS

Time Allocations
for All Grades and All Proficiency Levels

| Time Allocation | Oral English/ Conversation and Vocabulary

60 minutes | Grammar

60 minutes | Writing

60 minutes | Reading

60 minutes |
|---|---|---|---|---|
| Standards to Use | Listening & Speaking Domain

Language Strand • Vocabulary | Language Strand • Standard English Conventions | Writing Domain | Reading Domain |

6 Shifts:	3 Shifts:
1: Balancing Informational and Literary Texts
2: Knowledge in the Disciplines	= 1. Building knowledge through content-rich nonfiction and informational texts.
4: Text-based Answers
5. Writing from Sources	= 2. Reading and writing grounded in evidence from text.
3: Staircase of Complexity
6. Academic Vocabulary	= 3. Regular practice with complex text and its academic vocabulary.

What does this mean for teachers?

→Expect active participation of all students

→Facilitate the learning process rather than disseminate the information

→Make their content literacy expertise visible to all

→Create carefully structured situations that allow students to solve problems independently

→Encourage students to draw on their abilities to discover answers by themselves rather than rely on adults to supply the facts

Shift 1: Balancing Informational & Literacy Text

"Students access the world — science, social studies, the arts and literature — through text. At least 50% of what students read is informational."

What does this mean for teachers of ELLs?
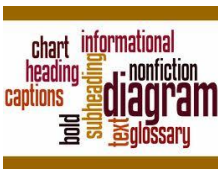
Balance informational and literary text.
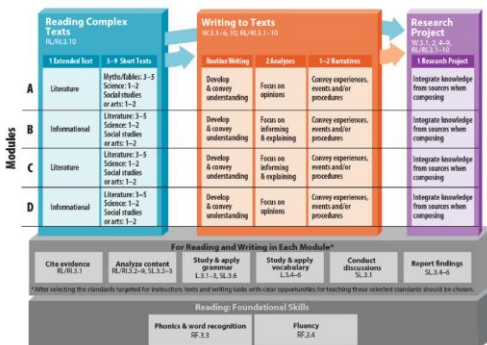
Scaffold for informational texts.

Use ELPS to support instruction.

http://www.colorincolorado.org/article/51433/

Slide 1:

AZCCR Standards - literature and informational texts

ELP Standards - fiction and non-fiction texts

Reading Complex Texts
RL/RI.3.10

1 Extended Text	5–9 Short Texts
Literature	Myths/fables: 3–5 Science: 1–2 Social studies or arts: 1–2
Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2
Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2
Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2

Slide 2:

AZCCR Standards - literature and informational texts

ELP Standards - fiction and non-fiction texts

Reading Complex Texts
RL/RI.3.10

1 Extended Text	5–9 Short Texts
Literature	Myths/fables: 3–5 Science: 1–2 Social studies or arts: 1–2
Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2
Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2
Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Slide 3:

Narrative

Is this a happy story or a sad one? How do you know?

Informational

How are these two books similar? How are they different?

MONARCH BUTTERFLY
BY GAIL GIBBONS

Paired Texts

My suggestion is to pair each title you teach with a "nonfiction focus." For example, when we read *To Kill a Mockingbird* at the start of the year, I selected the death penalty as our nonfiction focus. I pulled in a variety of digital texts related to the death penalty. We read, analyzed and discussed everything from the morality of killing people to the cost of executing prisoners to racial inequality in the justice system. It definitely encouraged students to think about the Tom Robinson trial in the novel more carefully.

-Catlin Tucker, Honors English Teacher

Shift 2: Knowledge in the Disciplines

Students are expected to learn from what they read through domain-specific texts.

What does this mean for teachers of ELLs?

Shift identity: **"I teach reading."**

http://www.colorincolorado.org/article/51433/

Shift 2: Knowledge in the Disciplines

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What does this mean for teachers of ELLs?

Shift identity: **"I teach reading."**

Teach **with** informational texts (reading to learn).

http://www.colorincolorado.org/article/51433/

Shift 2: **Knowledge in the Disciplines**

Students are expected to learn from what they read through domain-specific texts.

What does this mean for teachers of ELLs?

Shift identity: **"I teach reading."**

Avoid using simplified or modified texts with ELLs.

Teach **with** informational texts (reading to learn).

"Simply put, the easy texts schools give to ELs and LMs – given prophylactically as a safeguard against failure – actually <u>prevent them from discovering how language works</u> in academic discourse. Simplified texts offer no clue as to what academic language sounds like or how it works." -Lily Wong Fillmore

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Shift 2: **Knowledge in the Disciplines**

Students are expected to learn from what they read through domain-specific texts.

What does this mean for teachers of ELLs?

Shift identity: **"I teach reading."**

Do less referring and summarizing and more **reading of the text.**

Avoid using simplified or modified texts with ELLs.

Teach **with** informational texts (reading to learn).

"Simply put, the easy texts schools give to ELs and LMs – given prophylactically as a safeguard against failure – actually <u>prevent them from discovering how language works</u> in academic discourse. Simplified texts offer no clue as to what academic language sounds like or how it works." -Lily Wong Fillmore

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How do we get there?

1: Balancing Informational and Literary Texts		1. Building knowledge through content-rich nonfiction and informational texts.
2: Knowledge in the Disciplines	**=**	

With your colleagues, discuss, record notes, and be prepared to share your answers:

3 things that administrators and coaches need to do to support teachers of ELLs with the above shifts

2 things that teachers of ELLS need to do in order to implement these changes into their classrooms

1 thing that you see as the biggest obstacle

Shift 3: Staircase of Complexity

"In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase"."

What does this mean for teachers of ELLs?

Teach more **complex texts** at every grade level**.**

Give students less to read in order to go further **in depth.**

Provide **scaffolding and strategies** to students**.**

http://www.colorincolorado.org/article/51433/

The Argument for Complex Texts for ELLs

- The only way anyone learns the language that figures in complex texts is by getting into complex texts—but kids who are thought not to be ready for such materials never get their hands on anything that would allow them to acquire such language.
- That language is sufficiently different (grammatically, lexically, and in how information and ideas are packaged) that it has to be learned separately. It's what's required to get beyond a basic level of language or literacy.

Dr. Lily Wong Fillmore

Text Complexity vs. Text Difficulty

Text Complexity	Text Difficulty
• **Lives in the text**: Complexity is determined by text qualities and characteristics.	• **Determined by the reader**: What is difficult for one person might not be difficult for another.
• **Objective determination**: A rubric is used to decide if complex qualities exist.	• **Reader is a factor**: Teacher decides if text features would be difficult for individual students.
• **Reader is not a factor**: There is no consideration for the reader when deciding if a text contains a complex feature.	

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• **Reader is not a factor**: There is no consideration for the reader when deciding if a text contains a complex feature.	**Text Difficulty is what we have to consider for ELLs after a text is selected. Based on level of difficulty, a teacher will need to determine appropriate scaffolds and supports.**

Text Selection For Instruction

* Decodable Text

* Text for Fluency Work
• Phrasing
• Accuracy
• Intonation
• Rate

* Complex Text
Qualitative / Quantitative / Reader and Task

Text Selection For Instruction

III-R-2:HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.

* Decodable Text

* Text for Fluency Work
• Phrasing
• Accuracy
• Intonation
• Rate

* Complex Text
Qualitative / Quantitative / Reader and Task

Text Selection For Instruction
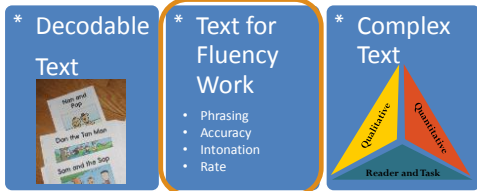
III-R-3:HI-1: reading aloud passages from unfamiliar content area text with fluency.

* Decodable Text

* Text for Fluency Work
- Phrasing
- Accuracy
- Intonation
- Rate

* Complex Text

Qualitative | Quantitative

Reader and Task

Text Selection For Instruction

III-R-4:HI-30: comparing and contrasting two items within an expository text.

* Decodable Text

* Text for Fluency Work
- Phrasing
- Accuracy
- Intonation
- Rate

* Complex Text

Qualitative | Quantitative

Reader and Task
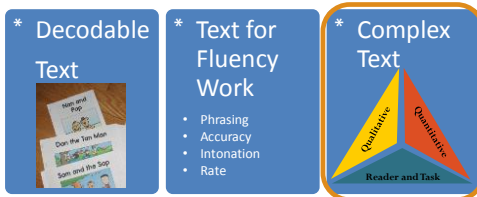
Shift 6: Academic Vocabulary

"Students constantly build the vocabulary they need to access grade level complex texts."

What does this mean for teachers of ELLs?

Be **strategic** about new vocabulary words**.**

Work with words students will use **frequently.**

Teach **fewer words** more deeply**.**

Model the words we want students **to use**.

http://www.colorincolorado.org/article/51433/

12

A Four Part Vocabulary Plan

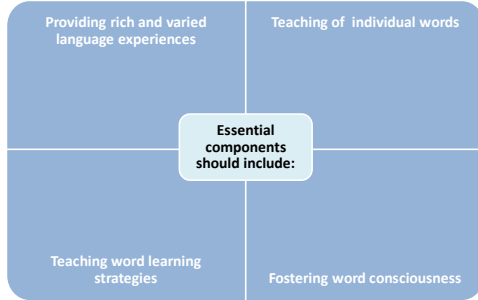*(MCVIP – A Multi-Faceted, Comprehensive Vocabulary Instruction Program (Baumann, Manyak, Blachowicz, Graves, Arner, Bates, Cieply, Davis, Peterson, & Olejnik, 2012)*

Providing rich and varied language experiences	Teaching of individual words
Essential components should include:	
Teaching word learning strategies	Fostering word consciousness

Ebbers, Susan. "Vocabulogic." Vocabulogic. Susan Ebbers, 21 Oct. 2012. Web. 27 Oct. 2012.
<http://vocablog-plc.blogspot.com/>.

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Providing rich and varied language experiences	Teaching of individual words
	Example: II-L-2:B-5: determining the meaning of grade-level content area words with instructional support.
Essential components should include:	
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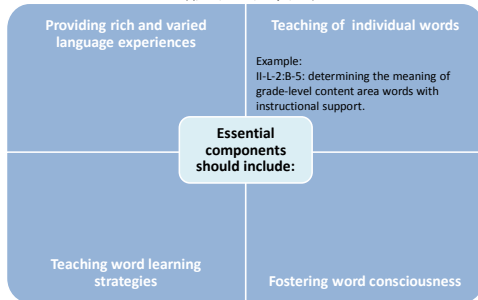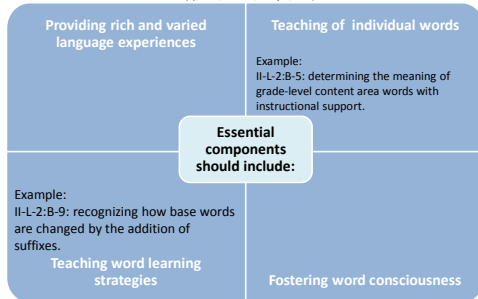

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	Example: II-L-2:B-5: determining the meaning of grade-level content area words with instructional support.
Essential components should include:	
Example: II-L-2:B-9: recognizing how base words are changed by the addition of suffixes. Teaching word learning strategies	Fostering word consciousness

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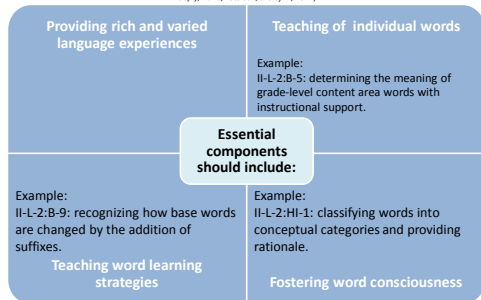<http://vocablog-plc.blogspot.com/>.

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Providing rich and varied language experiences	Teaching of individual words
	Example: II-L-2:B-5: determining the meaning of grade-level content area words with instructional support.
Essential components should include:	
Example: II-L-2:B-9: recognizing how base words are changed by the addition of suffixes.	Example: II-L-2:HI-1: classifying words into conceptual categories and providing rationale.
Teaching word learning strategies	Fostering word consciousness

Ebbers, Susan. "Vocabulogic." Vocabulogic. Susan Ebbers, 21 Oct. 2012. Web. 27 Oct. 2012.
<http://vocablog-plc.blogspot.com/>.

Rich and Varied Language Experiences

Students must experience words and phrases through reading, listening, speaking, and writing across varied genres. Students need to engage frequently in authentic discussions. Teachers must read to and with students. Students should be encouraged to read independently and in book clubs.

www.vocabuloogic.com

1. Read to students and paraphrase unknown words
2. Promote student to student discussions
3. Have genuine conversations with students- both personal and academic
4. Provide a wide range of reading materials

Graves, 2008

How do we get there?

3: Staircase of Complexity

6. Academic Vocabulary

= 3. Regular practice with complex text and its academic vocabulary.

With your colleagues, discuss, record notes, and be prepared to share your answers:

3 things that administrators and coaches need to do to support teachers of ELLs with the above shifts

2 things that teachers of ELLS need to do in order to implement these changes into their classrooms

1 thing that you see as the biggest obstacle

6/2/2014

Shift 4: Text-based Answers

"Classroom experiences stay deeply connected to the text on the page…"

What does this mean for teachers of ELLs?

Facilitate **evidence-based discussion** about text**.**

Plan and conduct **rich** conversations.

Spend much more time preparing for instruction by **reading deeply.**

LOOKING FOR EVIDENCE

http://www.colorincolorado.org/article/51433/

Text Dependent Questions

- I-R-3:HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.
- II-R-4:HI-3: locating facts and answering questions about text.
- III-R-4:HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
- IV-R-4:HI-4: answering literal, inferential and personal response questions about text.
- V-R-4:HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.

Question Progression

Opinions, arguments, Intertextual Connections: V-R-4:HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.

Inferences: III-R-4:HI-13: drawing conclusions from information implied or inferred in a literary selection.

Author's Purpose: II-R-4:HI-9: identifying the author's purpose for writing a book.

Vocabulary & Text Structure: III-R-4:HI-9: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*)

Key Details: IV-R-4:HI-8: summarizing the main idea and supporting details from text using academic vocabulary.

General Understanding: I-R-3:HI-6: retelling a story including the beginning, middle, and end using transition words (*e.g., first, next, last)* in complete sentences.

Shift 5: Writing from Sources

"Writing needs to emphasize use of evidence to inform or make an argument…"

What does this mean for teachers of ELLs?

> Spend less time on **personal narratives.**

> Provide opportunities to **analyze** and **synthesize** ideas**.**

> Give students permission to reach and articulate their **own conclusions.**

http://www.colorincolorado.org/article/51433/

Writing About Text

There are four ways that we can prepare our K-2 students to write from sources:

1. Responding to Text in Writing
2. Writing Summaries of a Text
3. Writing Notes about a Text
4. Answering Questions about Text

Writing from Sources

The AZ College and Career Ready Standards require students to:

- **Research**, **analyze** and **synthesize** sources
- Present careful **analysis**
- Offer **claims** **well-defended** with **evidence**
- Provide **clear** **information** through their writing
- Produce **short** as well as **sustained** **research projects**

www.definingthecore.com

ELP Writing Standard 1

Stage III

HI-3: **taking notes** using self- selected formats based upon knowledge of oral or written text structures with instructional support. (*e.g., Student selects Venn Diagram for comparing and contrasting text*).

HI-4: writing expository essays and **informational reports** that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.

HI-5: writing a **summary** paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (*e.g., science text chapter, article, book, oral presentations, etc*.).

ELP Writing Standard 1

Stage III

HI-6: writing a variety of **functional text** that address audience, stated purpose and context:
• Letters
• Directions
• Procedures
• Graphs/Tables
• Brochures

HI-7: writing a persuasive essay that states a **clear position with supporting details** using persuasive vocabulary/strategies to influence the reader (*e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition*).

ELP Writing Standard 1

Stage IV

HI-3: **taking notes** using self-selected formats based upon knowledge of oral or written text structures.

HI-4: writing essays and reports, **based on a synthesis of research**, using topic sentences, main ideas, relevant facts, details, and concluding statements.

HI-6: writing a variety of **functional text** (*e.g., directions, procedures, graphs/tables, brochures*) that addresses audience, stated purpose, and context.

ELP Writing Standard 1

Stage IV

HI-8: writing an essay which states a **clear position**, convincing arguments, and **relevant evidence**

HI-9: writing a **book report that reflects** the main idea, characters, setting, events, and plot of varied texts.

ELP Writing Standard 1

Stage V

HI-3: writing an **expository essay** that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.

HI-4: writing a **process document** that includes multiple step instructions with heading and sub headings.

HI-7: writing a **persuasive text** that states a **position/claim**, **supports arguments with evidence**, and acknowledges and refutes opposing arguments.

ELP Performance Indicator Sort

- Take out the bag with the colored slips of paper.
- Match the task with the appropriate PI from Standard 1.
- Work as a team.
- Look-up when finished and to check your answers.

How do we get there?

4: Text-based Answers
5. Writing from Sources

=

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Thank you!

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http://www.azed.gov/english-language-learners/